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ABSTRACT

In the 1994-95 academic year, the Southeast Campus of Tulsa Junior College, in Oklahoma, conducted a survey of new students to determine differences in educational perceptions and expectations based upon the educational background of the students' parents. Questionnaires were distributed to all incoming students, with 1,579 completed questionnaires being received. Respondents were divided into four groups according to their parent's educational background: (1) high school or less, comprising 29.5% of the sample; (2) come college, comprising 34.5%; (3) Bachelor's degree, comprising 20.5%; and (4) post Bachelor's degree, comprising 15.5%. The questionnaire contained 30 questions designed to assess 6 basic components: general information, academic needs, study skills, career planning, social involvement, and financial needs. An analysis of responses indicated that students whose parents had no college background (i.e., first generation students) were more likely to perceive their abilities and skills somewhat lower than other groups. First generation students were also less likely to have a social support network helping them adjust to the demands of college life and were more likely to have applied for financial aid than other groups. Finally, first generation students were more likely to have an associate degree as their primary educational goal than other groups, indicating a lower expectancy for success. The survey instrument and tables of responses are appended. (TGI)

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ED 388 343

TULSA JUNIOR COLLEGE

New Student Inventory Survey Results

FY 1995

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RESEARCH MONOGRAPH II

Prepared by:

OFFICE OF INSTITUTIONAL RESEARCH

JULY, 1995

JC 950 527

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EXECUTIVE SUMMARY

- ✓ This monograph reports the results from the FY 1995 New Student Inventory administered by Tulsa Junior College's Southeast campus Counseling Department.

- ✓ Results are presented based upon grouped data:

  - ⇨ Group 1: First-generation student (N = 433).
  - ⇨ Group 2: Students whose parent(s) possess some college education (N = 504).
  - ⇨ Group 3: Students whose parent(s) possess a bachelor's degree (N = 299).
  - ⇨ Group 4: Students whose parent(s) possess a post-bachelor's degree (N = 226).

- ✓ Group 1 students are more likely to pursue an associate's degree, whereas, Group 3 and Group 4 students are more likely to pursue a bachelor or post-bachelor's degree.

- ✓ Almost all responding students perceive high levels of family support for pursuing a college education.

- ✓ Almost 90% of all respondents plan to be employed at least part-time while enrolled at Tulsa Junior College.

- ✓ Expectations for success and perceived ability and skill level are lower among Group 1 students.

- ✓ Almost all responding students report being career oriented and goal directed.

- ✓ Group 1 students are more likely to have applied for financial aid and are willing to attend financial aid workshops compared to the other groups.

New Student Inventory Survey Results

It has been well established that early newcomer experiences regarding the institution has long-term attitudinal (i.e., satisfaction) and behavioral (i.e., persistence) consequences that impact the institution. Further, empirical evidence regarding the first-generation student (e.g., a student who is the first in their immediate family to enter college) shows that this individual is less likely to have a social support network helping them adjust to the demands of college life. Additionally, this student is less likely to perceive high personal ability level and expectations for success compared to other groups. Accepting this phenomenon, colleges and universities have stressed the need to integrate the new student both academically and socially into the college lifestyle (i.e., the development of campus organizations and sponsored activities).

The purpose of this monograph is to illustrate the differing educational perceptions and expectations students new to Tulsa Junior College might have formulated based upon the educational background of their parents. More specifically, first generation student (group 1) perceptions will be compared to students whose parent(s) have some college education (group 2), possess a baccalaureate degree (group 3), or possess a post-baccalaureate degree (group 4).

Data Collection:

During the 1994-1995 academic year, students new to Tulsa Junior College's Southeast campus (SEC) were administered a copy of the New Student Inventory (see Appendix A). This questionnaire was designed to assess the needs of new students. Further, this questionnaire was distributed by the SEC counseling staff during interviews

with incoming students new to Tulsa Junior College. One-thousand five-hundred and seventy-nine surveys were returned as complete (item level responses are presented in Appendix B). The reader should note that while large sample sizes are more likely to reflect the general population; subsequent significance testing may indicate an effect (e.g., difference or association), when in fact, the effect may be minimal. Therefore the results are presented in such a way as to highlight significant effects. However, it is left to the reader's discretion as to what level of practical importance to ascribe each effect. Nevertheless, Table 1 below shows the breakdown by parent education level.

Table 1.
Parents' Highest Educational Level
Frequency Distribution Of Responding New Students

Education Level	*Frequency*	*Percent*
H.S. or less (Group 1)	433	29.5%
Some College (Group 2)	504	34.5%
Bachelor's Degree (Group 3)	299	20.5%
Post-Bachelor's Degree (Group 4)	226	15.5%

Survey Results:

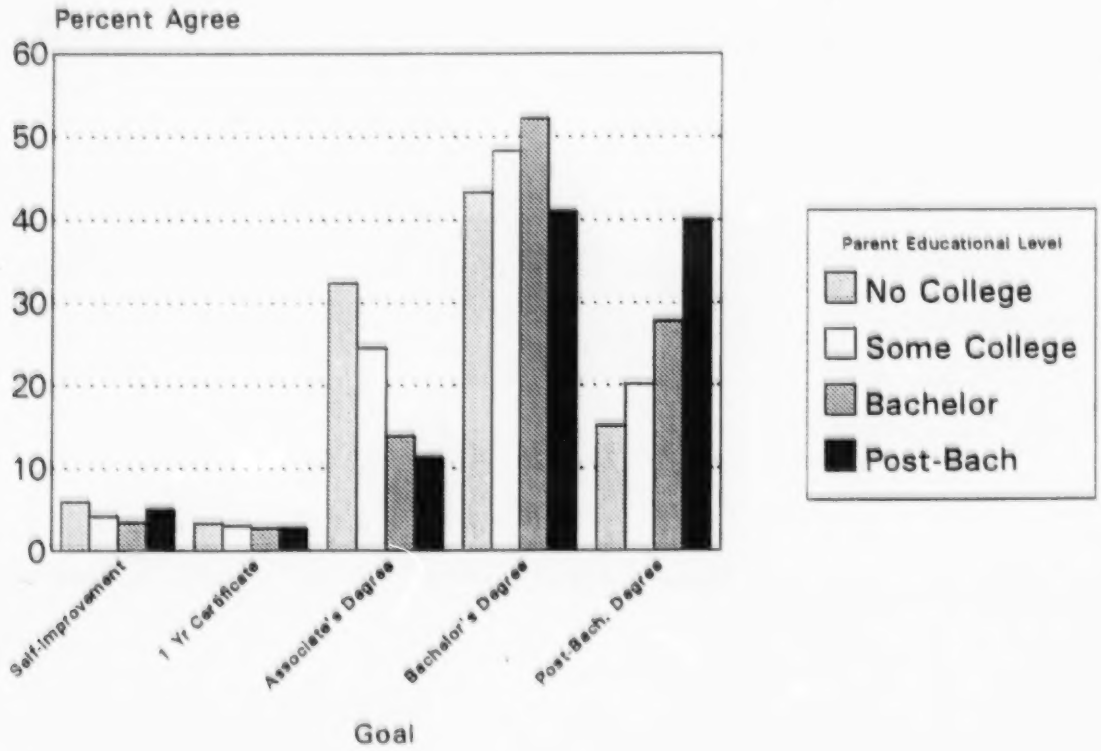
The questionnaire was comprised of 30 questions designed to assess six basic components deemed salient to the new student. Therefore, the results will be presented following this format. More specifically, these components are: general information, academic needs, study skills, career planning, social involvement, and financial needs.

Section I: General Information:

Educational Goals (item 1):

The graph presented below illustrates the student's educational goals with a comparison by parent educational level. As seen in this graph, several differences are apparent. For example, first generation students are more likely to seek an associate's degree and/or a bachelor's degree. On the other hand, students whose parent(s) have a bachelor or post-bachelor's degree are more likely to seek a bachelor or post-bachelor's degree.

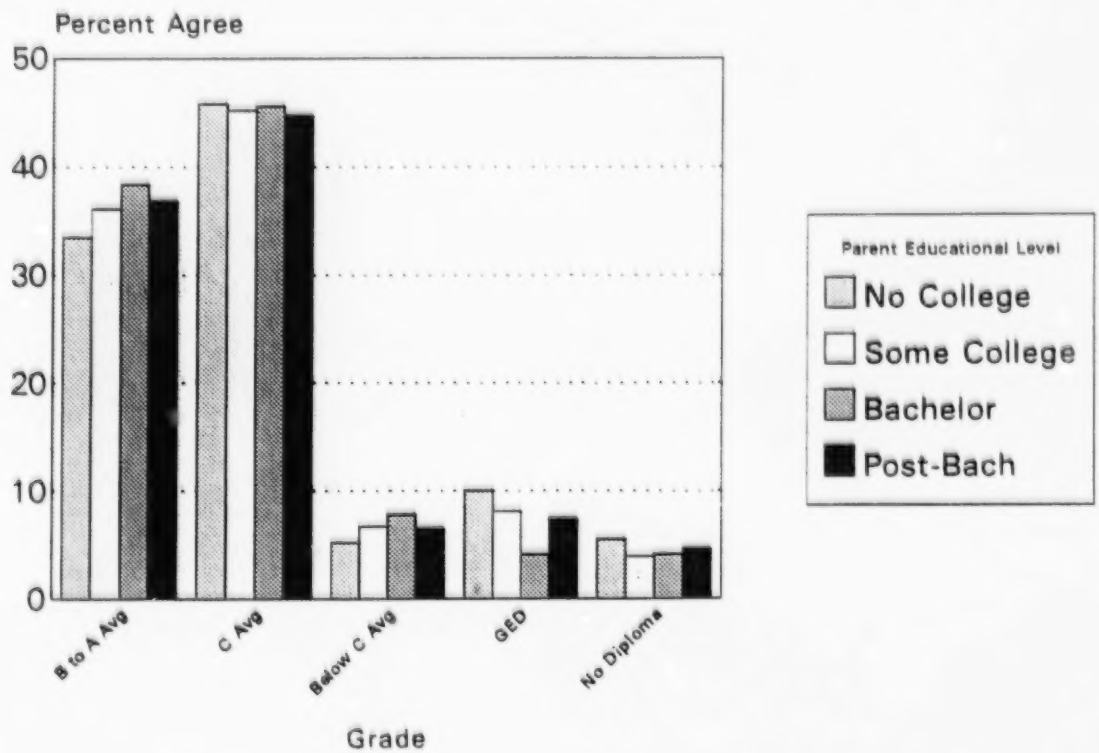
New Student Educational Goal



High School Grade Point Average (item 4):

The graph below illustrates the self-reported high school grade point average (GPA). As seen by the comparisons in the graph, a significantly lower percent of first generation students were likely to report a "B to A" GPA compared to the other groups . Additionally, first generation students have a higher percentage of GED graduates compared to the other groups.

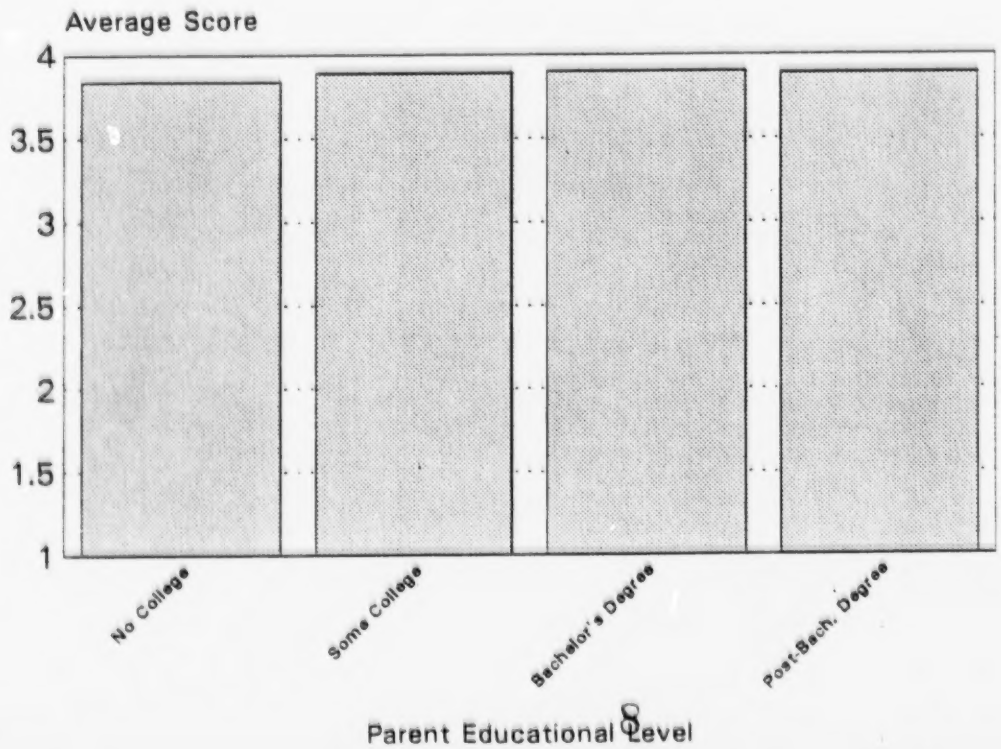
High School Grade Point Average



Family Support (item 7):

An area of interest to researchers who study the first generation student is the level of family support. Conceptually, the first generation student does not generally have a support network upon entry into the college environment. This is not to suggest however, that the family does not support the student's college education. Nevertheless, by their very nature, the family of the first generation student is not likely to empathize the stresses associated with college life (i.e., test anxiety, admissions, enrollment, financial aid, etc.). The results presented in the graph below are positive. That is, no significant differences exist in the level of family support for pursuing a college education among the four groups. Future studies may need to examine other measures of family support to provide additional clarity into this important issue.

Family Will Be Supportive Of Pursuing College Education

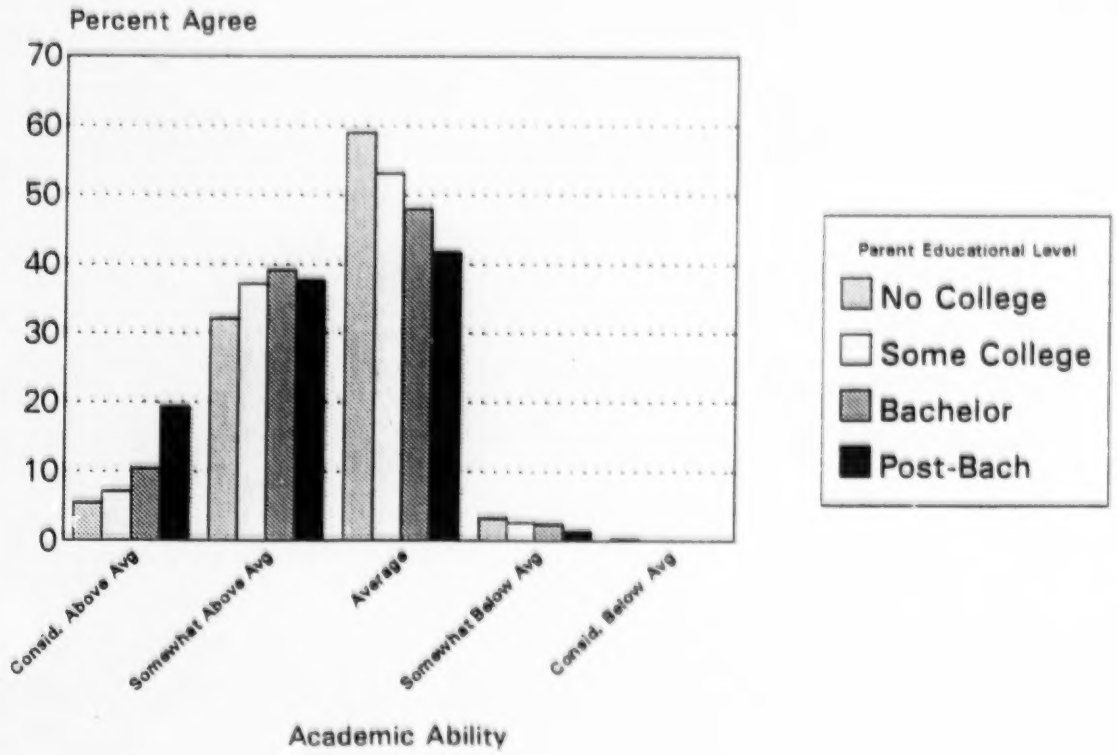


Section II: Academic Needs

Perceived Ability (item 10):

The graph below reflects the new student's perceptions of their academic ability when compared to the general population. As seen in the graph, students whose parent(s) have a bachelor's or post-bachelor's degree are more likely to consider their academic ability above average; whereas the first generation student is more likely to consider their ability as average.

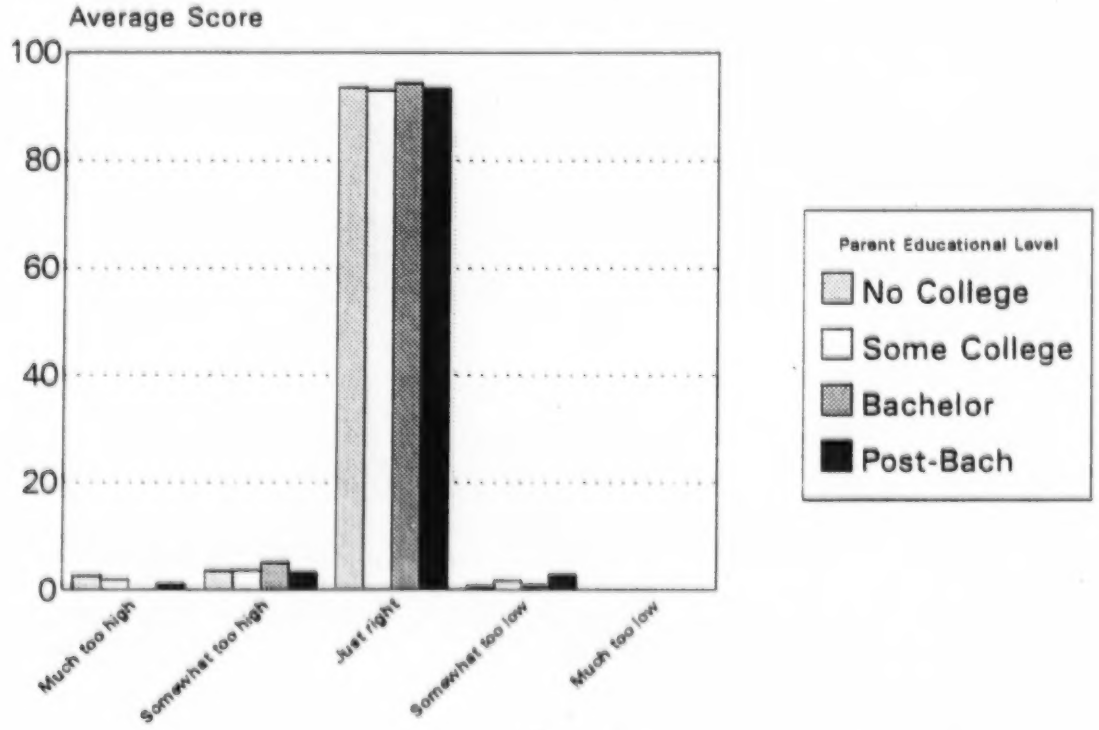
Academic Ability Compared To General Population



Tulsa Junior College's Standards (item 11):

The graph presented below reflects the perception that the student has regarding Tulsa Junior College's academic standards in relation to their abilities. As seen in the graph, a majority of the responding new students feel that Tulsa Junior College's academic standards are "just right" for them. However, subsequent analyses indicate that the first generation student is somewhat more likely to perceive these standards as "too high" for them compared to the student whose parent(s) possess a post-bachelor's degree. On the other hand, the student whose parent(s) possesses a post-bachelor's degree is more likely to perceive these standards as "too low" for them compared to the first generation student.

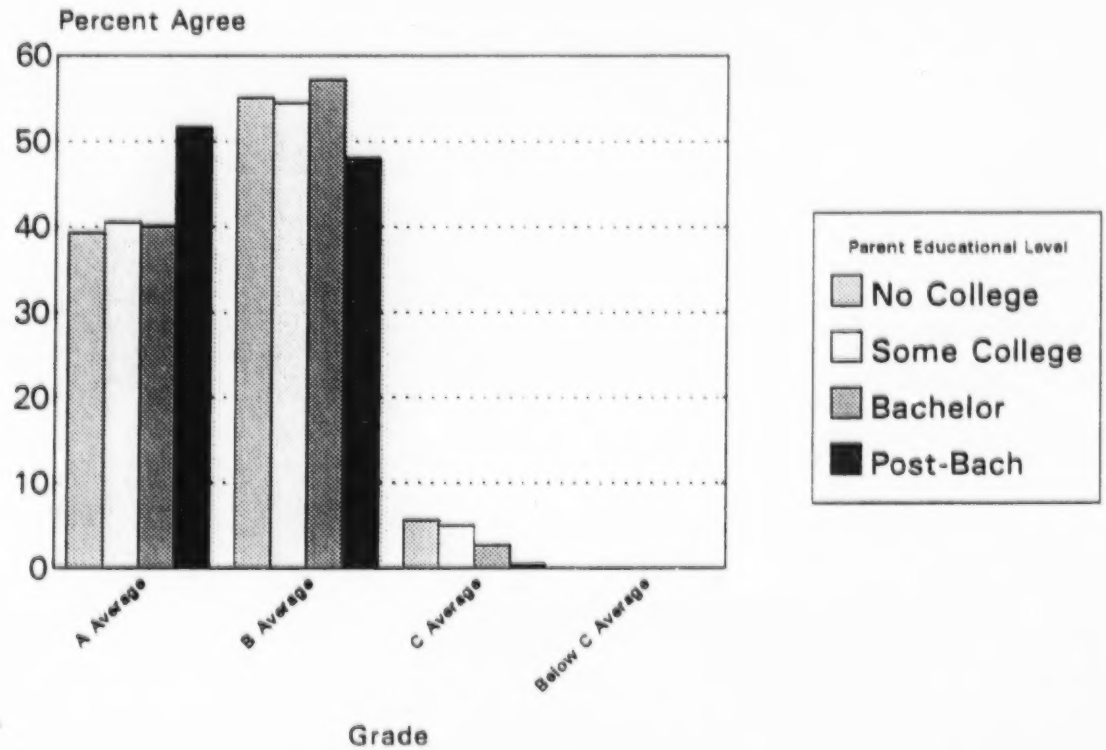
Tulsa Junior College's Academic Standards



Expected Tulsa Junior College Grade Point Average (item 12):

This next graph reflects the social psychological phenomenon of "self-fulfilling prophecy." That is, an individual who expects to succeed, is generally more likely to succeed than the individual who expects to fail and vice versa. As seen in the graph below, a significantly higher percentage of students whose parent(s) possesses a post-bachelor's degree expect to make an "A" average. Interestingly enough, however, almost 40% of the responding first generation students expect to make an "A" average.

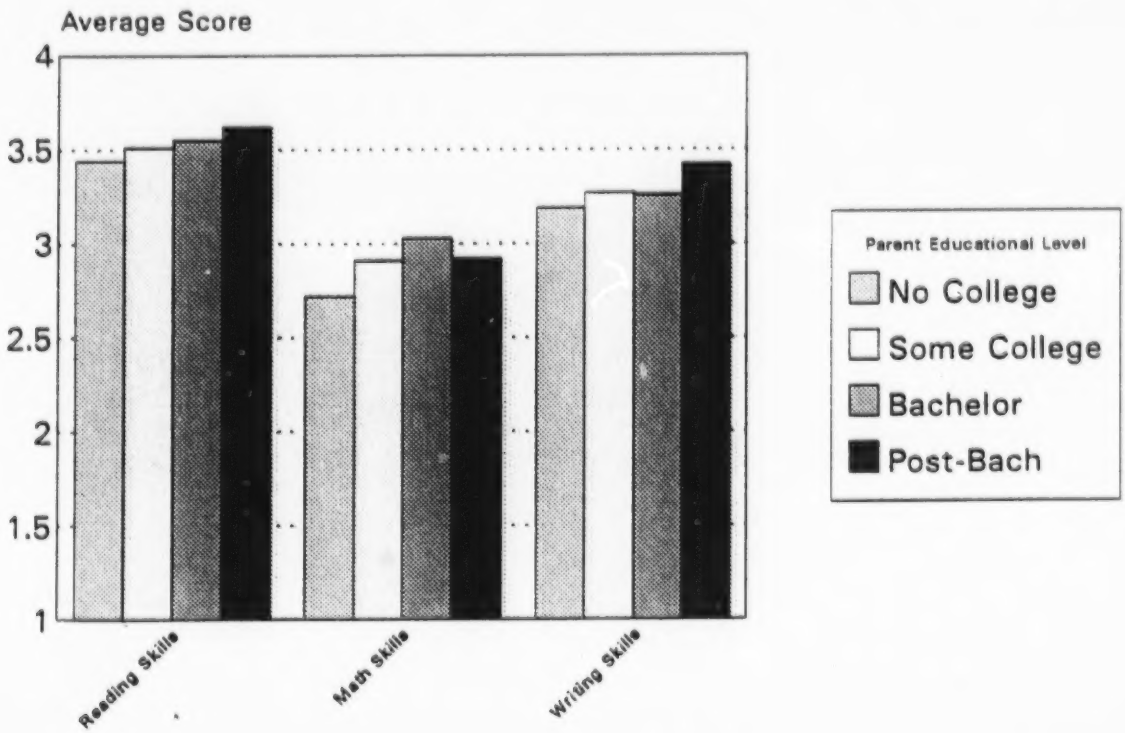
Expected Tulsa Junior College Grade Point Average



Basic Skills (items 13, 14 & 15):

This section provides an illustration regarding self-reported skills (i.e., reading, math and writing) in relation to perceived college level work. As seen in the graph below, the first generation student perceives their skill level in all areas as significantly lower compared to the other groups.

Skills Are Adequate For College Level Work

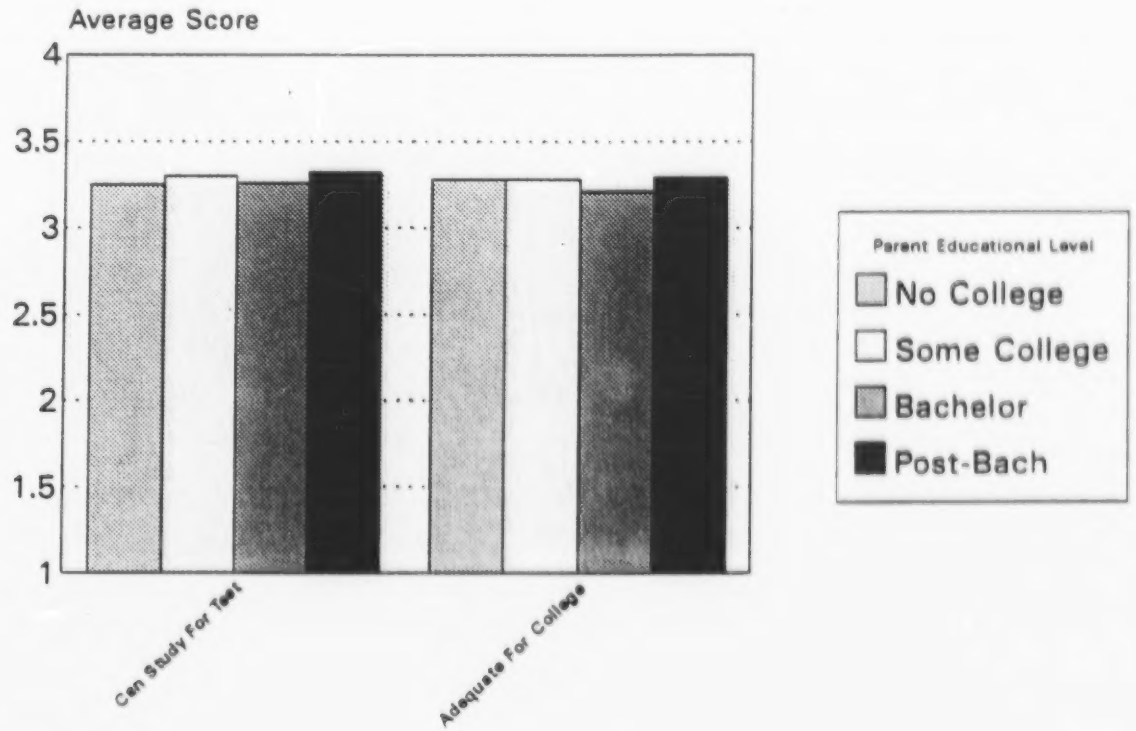


Section III: Study Skills

Study Skills (items 16 & 17):

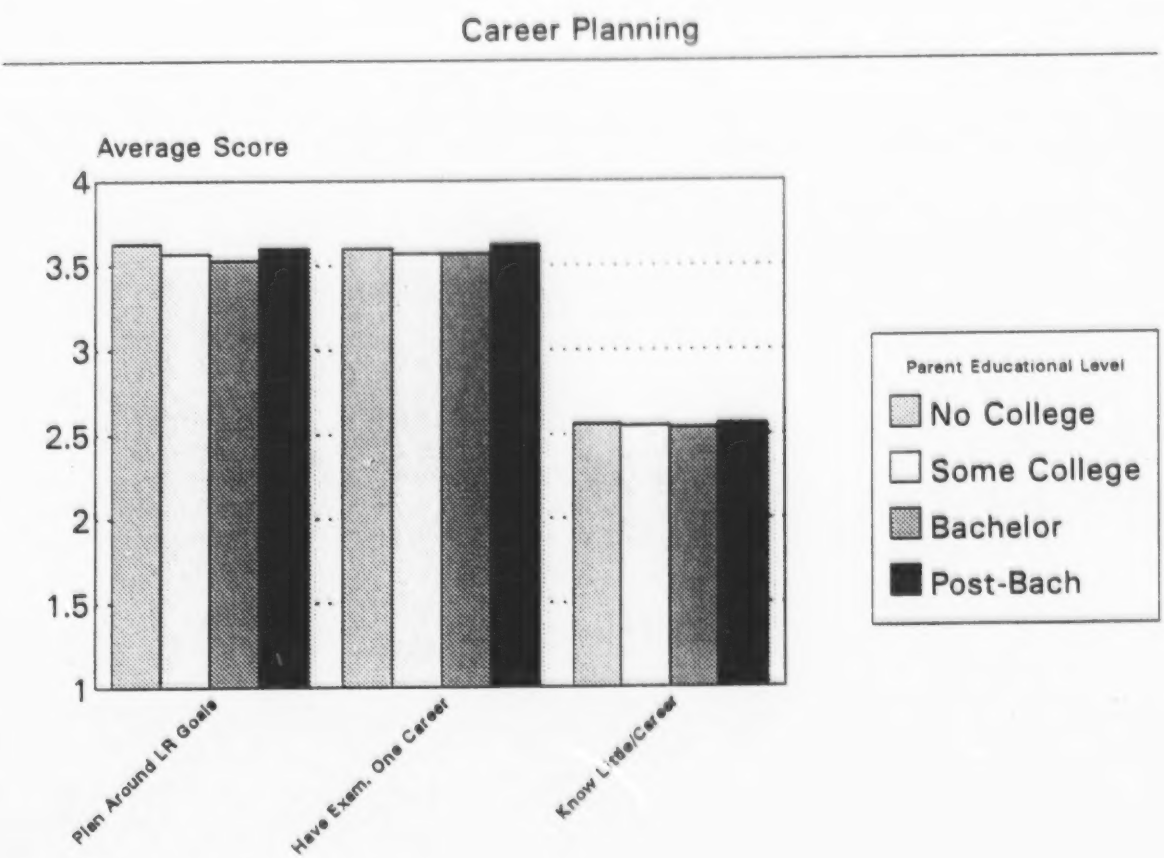
The graph below reflects the perceived study skills possessed by the new students and reported on the survey. As seen in the graph, the differences between each group were slight and in fact, these differences were not significant. However, subsequent analyses indicate that these perceived study skills are positively related (albeit slightly) to self-reported high school GPA and expected college GPA.

Perceived Study Skills



Section IV: Career Planning (items 22, 23 & 24):

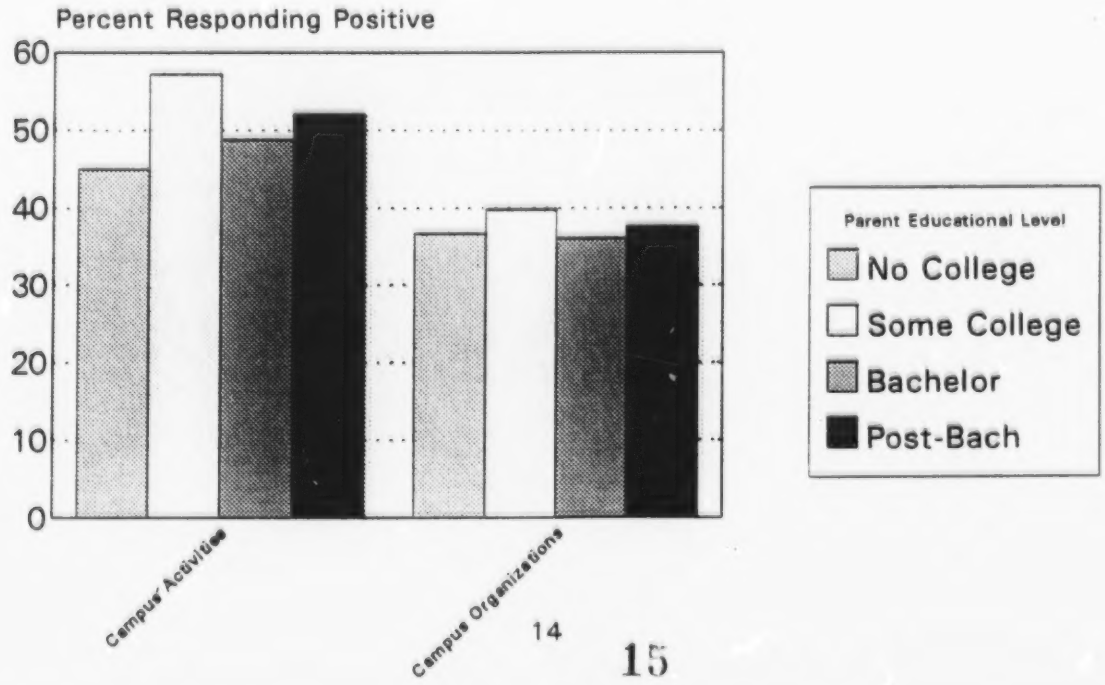
As seen in the graph below, most new students agree that they plan their activities around their long range goals. Similarly, almost all respondents agree that they have examined the pros and cons of at least one career. To some extent these findings are a positive indicator suggesting that new students at SEC are career oriented and goal directed.



Section V: Social Involvement (items 25 & 26):

The graph presented below reflect the responses to the two questions within the social involvement section. As seen in the graph, approximately one-half of the respondents from each group report that they would like more information regarding campus activities. On the other hand, less than 40% of the responding students would like more information about the campus organizations. The content of this survey item (i.e., 26) may have biased the respondents to answer considering only the Student Government Association and not the various campus organizations. Nevertheless, campus organizations are an avenue for the development of a social support network for the new student. If deemed appropriate, future research should examine this area more critically to provide additional information about the new student's social involvement needs.

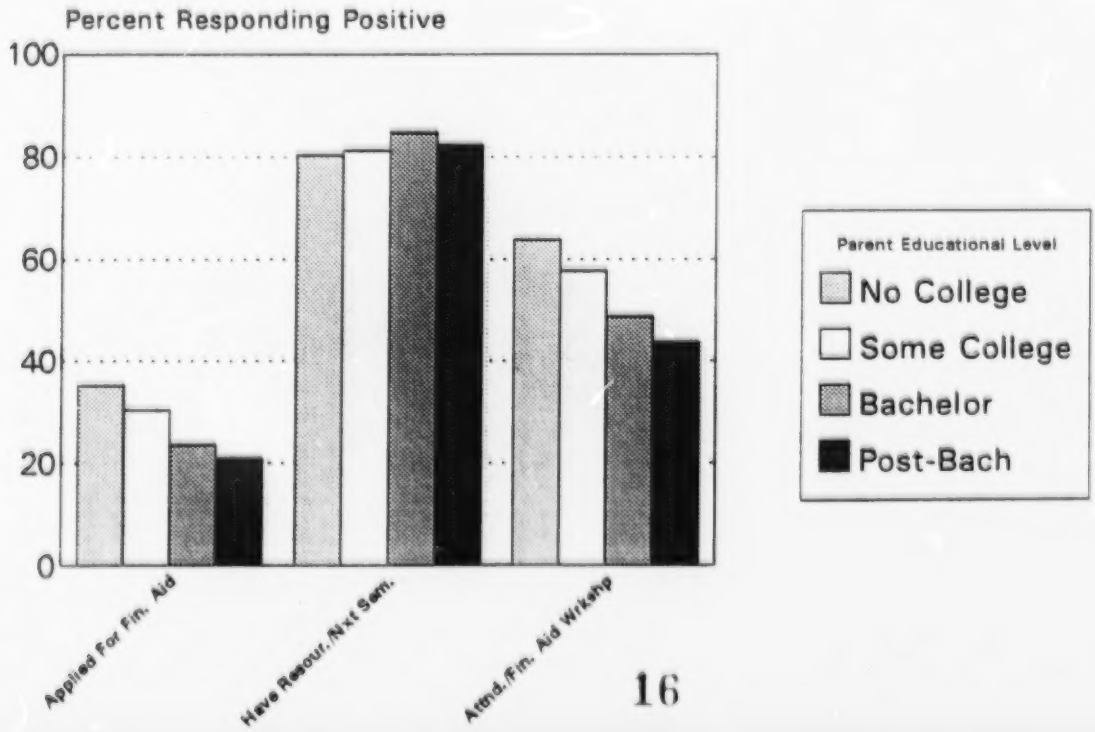
Social Involvement
Would Like More Information



Section VI: Financial Needs (items 27, 28 & 29):

The final section of the questionnaire reflects the respondents perceived financial needs while attending Tulsa Junior College's Southeast campus. As seen in the graph below, a significantly higher percent of first generation students have applied for financial aid compared to students whose parent(s) possess a bachelor's degree and students whose parent(s) possess a post-bachelor's degree. The middle set of bars from this graph suggests that approximately four-fifths (i.e., 80%) of the respondents report that they will have the resources necessary to enroll next semester. Finally, the last set of bars in this graph reflects the positive response to the student's willingness to attend a financial aid workshop. As seen in this series, student's whose parent(s) posses a post-bachelor's degree are less likely to attend compared to the other groups. Note that the first generation student is most likely to attend a financial aid workshop.

Financial Needs



SUMMARY

In conclusion, the results presented in this monograph suggests that the needs of the first-time, first generation student may differ from new students whose parent(s) possess a bachelor's degree or beyond. More specifically, the responding first generation student is likely to perceive their abilities and skills somewhat lower than the other groups. Additionally, this first generation student has a lower expectancy for success when compared to the other groups. While these groups differ significantly, one must consider how the student formulates these expectancies. Arguably, these academic expectations are based upon past experiences reflected perhaps by the individual's high school GPA. Therefore, when investigating these expectations for success and statistically controlling for the influence of past experiences, we find that the differences in expected GPA is to some extent a function of past academic experiences and perceived ability. Therefore, it is conceivable that to the extent the first generation student experiences academic successes early in their college tenure, expectations for future success should increase thus impacting their persistence in completing their educational objective. This objective, as mentioned earlier, is primarily to obtain an Associate's degree.

Nevertheless, while no cause and effect relationship can be established from this data, the existence of intervention strategies that are directly or indirectly involved in developing successes for the new student in general, and the first generation student specifically is supported. Future evaluation of these groups of new students should examine the potential differences in college level achievement (i.e., GPA, persistence, graduation rates, employer satisfaction) to provide further clarity in the strategic development of intervention strategies and their outcomes.

APPENDIX A

NEW STUDENT INVENTORY

SOCIAL SECURITY # Do not mark outside this line

NAME:	LAST	FIRST
ADDRESS:		
CITY:		
STATE:		ZIP:

NEW STUDENT INVENTORY

INSTRUCTIONS: This inventory has two purposes: (1) to enable Tulsa Junior College to gather information that will help shape activities and programs for first time entering students; and (2) to enable new students to directly communicate their desires to be included in specific programs and services.

Read each item carefully and decide how the statement relates to you. Please completely darken the rectangle next to the answer which most closely applies to you. PLEASE USE A #2 PENCIL. DO NOT USE A PEN.

Thank you for your conscientious effort in completing the inventory and your willingness to help us respond to some of the needs of our first time entering students.

GENERAL INFORMATION

1. The highest degree that I plan to pursue is:
   A. None -- self improvement only
   B. A 1 year certificate
   C. A 2 year associate degree
   D. A 4 year bachelor's degree
   E. Beyond a bachelor's degree

2. The highest level of education completed by my mother was:
   A. No high school diploma
   B. High school diploma
   C. Some college
   D. A 4 year bachelor's degree
   E. Beyond a bachelor's degree

3. The highest level of education completed by my father was:
   A. No high school diploma
   B. High school diploma
   C. Some college
   D. A 4 year bachelor's degree
   E. Beyond a bachelor's degree

4. When I graduated from high school my grade point average was:
   A. 4.0-3.0 (A to B)
   B. 2.9-2.0 (C+ to C)
   C. Below 2.0
   D. I received my GED
   E. Received no diploma or degree

5. In high school I participated in the following number of NON-ATHLETIC extracurricular activities such as: Band, Newspaper or Yearbook, Student Government, Key Club, Etc.
   A. None
   B. One
   C. Two
   D. Three
   E. Four
   F. Five or more

6. I am strongly dedicated to finishing college -- no matter what obstacles get in my way.
   A. Agree strongly
   B. Agree somewhat
   C. Disagree somewhat
   D. Disagree strongly

7. My family will be supportive of me and my decision to pursue a college education.
   A. Agree strongly
   B. Agree somewhat
   C. Disagree somewhat
   D. Disagree strongly

Please go on to the next page.

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Do not mark outside this line

8. In high school, each week I was employed an average of:
   A. 0 hours
   B. 1-10 hours
   C. 11-20 hours
   D. 21-30 hours
   E. 31-40 hours
   F. 41 or more hours

9. In college, each week I plan to be employed an average of:
   A. 0 hours
   B. 1-10 hours
   C. 11-20 hours
   D. 21-30 hours
   E. 31-40 hours
   F. 41 or more hours

ACADEMIC NEEDS

10. In relation to the general population of our society, I consider my academic ability to be:
   A. Considerably above average
   B. Somewhat above average
   C. Average
   D. Somewhat below average
   E. Considerably below average

11. Based on the information I currently have, I feel that Tulsa Junior College's academic standards and expectations are:
   A. Much too high for me
   B. Somewhat too high for me
   C. Just right for me
   D. Too low for me
   E. Much too low for me

12. I expect to earn the following grade average while a student at Tulsa Junior College:
   A. A average B. B average C. C average D. Below a C average

Please respond to the following statements by marking the rectangle which indicates your level of agreement with each.

	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
13. My reading skills are adequate for college level work.				
14. My mathematics and/or algebra skills are adequate for college level math.				
15. My writing skills are adequate for college level writing.				

STUDY SKILLS

16. I am good at figuring out what material is important for an exam and what is secondary.				
17. My study skills are adequate for college level work.				

Please go on to the next page

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18. I would like to be notified if TJC schedules special workshops on "Study Skills" or "Test-Taking Techniques," etc. Yes No

19. I plan to enroll in:
    A. One class
    B. Two classes
    C. Three classes
    D. Four or more classes

20. Each week, I plan to study:
    A. 0-5 hours
    B. 6-10 hours
    C. 11-20 hours
    D. 21 or more hours

CAREER PLANNING

21. I think about the future, and I try to plan my current life around my long-range goals.
    A. Agree strongly
    B. Agree somewhat
    C. Disagree somewhat
    D. Disagree strongly

22. In thinking about my future, I have examined the advantages and the disadvantages of at least one career possibility.
    A. Agree strongly
    B. Agree somewhat
    C. Disagree somewhat
    D. Disagree strongly

23. When I think about my career choice, I realize that I know very little about the career I'm considering.
    A. Agree strongly
    B. Agree somewhat
    C. Disagree somewhat
    D. Disagree strongly

24. I would like help in exploring possible career choices. A. Yes B. No

SOCIAL INVOLVEMENT

25. I would like to find out more about intramural sports and/or campus activities as I begin study at Tulsa Junior College. A. Yes B. No

26. I would like to find out more about student government and the various campus organizations at Tulsa Junior College. A. Yes B. No

FINANCIAL NEEDS

27. I have applied for financial aid at Tulsa Junior College. A. Yes B. No

28. I will have the financial resources or assistance to enroll next semester. A. Yes B. No

29. If Tulsa Junior College sponsors a special session to help me complete financial aid and scholarship applications, I would be interested in attending. A. Yes B. No

30. I would like to talk to someone about getting a part-time job during the regular school year. A. Yes B. No

Thank you again for your help. Please add any comments you feel are appropriate.

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APPENDIX B: QUESTIONNAIRE PERCENT RESPONDING

	Item	First Generation	Some College	Bachelor Degree	Post-Bach. Degree
1.	**The highest degree that I plan to pursue is:**				
	a. none -- self-improvement	5.9%	4.1%	3.4%	5.0%
	b. 1 year certificate	3.3%	3.0%	2.7%	2.7%
	c. 2 year associate	32.4%	24.5%	13.9%	11.3%
	d. 4 year bachelor's degree	43.3%	48.3%	52.2%	41.0%
	e. Beyond a bachelor's degree	15.1%	20.1%	27.8%	40.0%
2.	**The highest level of education completed by my mother was:**				
	a. No high school diploma	31.9%	4.8%	1.7%	1.3%
	b. High school diploma	68.1%	30.2%	21.7%	16.8%
	c. Some college	0.0%	65.1%	29.1%	26.1%
	d. 4 year bachelor's degree	0.0%	0.0%	47.5%	14.6%
	e. Beyond a bachelor's degree	0.0%	0.0%	0.0%	41.2%
3.	**The highest level of education completed by my father was:**				
	a. No high school diploma	31.9%	8.1%	1.6%	1.8%
	b. High school diploma	68.1%	18.3%	7.4%	5.3%
	c. Some college	0.0%	73.6%	15.4%	8.0%
	d. 4 year bachelor's degree	0.0%	0.0%	75.6%	6.6%
	e. Beyond a bachelor's degree	0.0%	0.0%	0.0%	78.3%
4.	**When I graduated from high school my grade point average was:**				
	a. 4.0-3.0 (A to B)	33.5%	36.1%	38.4%	36.8%
	b. 2.9-2.0 (C+ to C)	45.8%	45.2%	45.6%	44.7%
	c. Below 2.0	5.2%	6.7%	7.8%	6.5%
	d. I received my GED	10.0%	8.1%	4.1%	7.4%
	e. Received no diploma or degree	5.5%	3.9%	4.1%	4.6%
5.	**In high school I participated in the following number of NON-ATHLETIC extracurricular activities such as: Band, Newspaper or Yearbook....**				
	a. None	45.4%	38.0%	34.2%	31.4%
	b. One	22.1%	22.1%	24.4%	19.4%
	c. Two	16.7%	18.1%	21.0%	20.3%
	d. Three	7.8%	9.6%	10.2%	14.0%
	e. Four	4.0%	4.6%	4.4%	8.1%
	f. Five or more	4.0%	7.6%	5.8%	6.8%
6.	**I am strongly dedicated to finishing college -- no matter what obstacles get in my way.**				
	a. Agree strongly	80.9%	84.0%	84.7%	87.1%
	b. Agree somewhat	18.2%	15.2%	15.0%	11.6%
	c. Disagree somewhat	0.0%	0.4%	0.3%	1.3%
	d. Disagree strongly	0.9%	0.4%	0.0%	0.0%
7.	**My family will be supportive of me and my decision to pursue a college education.**				
	a. Agree strongly	87.6%	91.6%	91.6%	92.4%
	b. Agree somewhat	9.6%	5.6%	5.1%	4.9%
	c. Disagree somewhat	1.2%	1.6%	2.4%	1.8%
	d. Disagree strongly	1.6%	1.2%	0.9%	0.9%

APPENDIX B: QUESTIONNAIRE PERCENT RESPONDING

	Item	First Generation	Some College	Bachelor Degree	Post-Bach. Degree
8.	**In high school, each week I was employed an average of:**				
	a. 0 hours	23.6%	15.5%	19.5%	27.2%
	b. 1-10 hours	11.0%	10.7%	9.7%	7.7%
	c. 11-20 hours	24.8%	31.7%	35.2%	31.2%
	d. 21- 30 hours	27.3%	28.6%	27.9%	23.5%
	e. 31-40 hours	12.1%	12.7%	7.0%	9.0%
	f. 41 or more hours	1.2%	0.8%	0.7%	1.4%
9.	**In college, each week I plan to be employed an average of:**				
	a. 0 hours	12.0%	8.8%	8.3%	14.8%
	b. 1-10 hours	6.6%	9.0%	13.1%	9.9%
	c. 11-20 hours	26.1%	33.3%	34.9%	33.2%
	d. 21- 30 hours	18.4%	18.4%	19.8%	18.8%
	e. 31-40 hours	27.0%	25.3%	20.5%	20.6%
	f. 41 or more hours	9.9%	5.2%	3.4%	2.7%
10.	**In relation to the general population of our society, I consider my academic ability to be:**				
	a Considerably above average	5.4%	7.1%	10.4%	19.3%
	b. Somewhat above average	32.2%	37.2%	39.2%	37.7%
	c. Average	59.0%	53.1%	48.0%	41.7%
	d. Somewhat below average	3.2%	2.6%	2.4%	1.3%
	e. Considerably below average	0.2%	0.0%	0.0%	0.0%
11.	**Based on the information I currently have, I feel that Tulsa Junior College's academic standards and expectations are:**				
	a. Much too high for me	2.5%	1.8%	0.0%	0.9%
	b. Somewhat too high for me	3.5%	3.6%	5.0%	3.1%
	c. Just right for me	93.5%	93.0%	94.3%	93.3%
	d. Somewhat too low for me	0.5%	1.6%	0.7%	2.7%
	e. Much too low for me	0.0%	0.0%	0.0%	0.0%
12.	**I expect to earn the following grade while a student at Tulsa Junior College:**				
	a. A average	39.3%	40.5%	40.1%	51.6%
	b. B average	55.1%	54.5%	57.2%	48.0%
	c. C average	5.6%	5.0%	2.7%	0.4%
	d. Below C average	0.0%	0.0%	0.0%	0.0%
13.	**My reading skills are adequate for college level work.**				
	a. Agree strongly	52.5%	58.6%	60.0%	66.8%
	b. Agree somewhat	40.9%	34.3%	35.2%	28.7%
	c. Disagree somewhat	5.2%	6.7%	4.8%	4.5%
	d. Disagree strongly	1.4%	0.4%	0.0%	0.0%
14.	**My mathematics and/or algebra skills are adequate for college level math.**				
	a. Agree strongly	19.9%	27.0%	30.7%	26.7%
	b. Agree somewhat	42.4%	42.4%	45.8%	44.3%
	c. Disagree somewhat	27.9%	25.4%	19.5%	23.5%
	d. Disagree strongly	9.8%	5.2%	4.0%	5.5%
15.	**My writing skills are adequate for college level writing.**				
	a. Agree strongly	34.8%	38.3%	40.1%	50.0%
	b. Agree somewhat	51.8%	52.0%	46.9%	42.7%
	c. Disagree somewhat	11.3%	8.3%	11.6%	6.8%
	d. Disagree strongly	2.1%	1.4%	1.4%	0.5%

APPENDIX B: QUESTIONNAIRE PERCENT RESPONDING

	Item	First Generation	Some College	Bachelor Degree	Post-Bach. Degree
16.	**I am good at figuring out what material is important for an exam and what is secondary.**				
	a. Agree strongly	37.9%	39.5%	36.3%	44.1%
	b. Agree somewhat	50.9%	50.6%	53.1%	45.5%
	c. Disagree somewhat	9.8%	9.6%	10.0%	8.6%
	d. Disagree strongly	1.4%	0.3%	0.0%	1.8%
17.	**My study skills are adequate for college level work.**				
	a. Agree strongly	40.0%	40.7%	35.1%	42.3%
	b. Agree somewhat	48.5%	47.3%	51.2%	46.4%
	c. Disagree somewhat	10.5%	11.0%	13.4%	9.0%
	d. Disagree strongly	1.0%	1.0%	0.3%	2.3%
18.	**I would like to be notified if TJC schedules special workshops on "study skills" or "test taking techniques," etc.**				
	a. Yes	74.4%	70.2%	71.3%	66.8%
	b. No	25.6%	29.8%	28.7%	33.4%
19.	**I plan to enroll in:**				
	a. One class	17.4%	11.3%	10.9%	12.3%
	b. Two classes	26.8%	22.0%	19.0%	19.5%
	c. Three classes	22.6%	22.0%	19.4%	15.0%
	d. Four or more classes	33.2%	44.7%	50.7%	53.2%
20.	**Each week, I plan to study:**				
	a. 0-5 hours	18.2%	11.5%	12.8%	13.9%
	b. 6-10 hours	49.8%	53.0%	48.3%	43.5%
	c. 11-20 hours	26.5%	29.5%	32.8%	35.4%
	d. 21 hours or more	5.5%	6.0%	6.1%	7.2%
21.	**I think about the future, and I try to plan my current life around my long-range goals.**				
	a. Agree strongly	65.3%	62.2%	57.1%	63.3%
	b. Agree somewhat	32.4%	33.8%	38.9%	34.1%
	c. Disagree somewhat	2.1%	3.0%	3.7%	2.2%
	d. Disagree strongly	0.2%	1.0%	0.3%	0.4%
22.	**In thinking about my future, I have examined the advantages and the disadvantages of at least one career possibility.**				
	a. Agree strongly	64.8%	64.0%	62.9%	67.1%%
	b. Agree somewhat	30.7%	30.6%	32.0%	29.2%
	c. Disagree somewhat	3.8%	3.6%	4.8%	2.3%
	d. Disagree strongly	0.7%	1.8%	0.3%	1.4%
23.	**When I think about my career choice, I realize that I know very little about the career I'm considering**				
	a. Agree strongly	18.4%	17.2%	17.3%	17.2%
	b. Agree somewhat	36.2%	38.4%	37.1%	38.7%
	c. Disagree somewhat	28.0%	27.0%	27.9%	27.0%
	d. Disagree strongly	17.4%	17.4%	17.7%	17.1%
24.	**I would like help in exploring possible career choices.**				
	a. Yes	58.8%	57.2%	55.9%	66.8%
	b. No	41.2%	42.8%	44.1%	33.2%

APPENDIX B: QUESTIONNAIRE PERCENT RESPONDING

	Item	First Generation	Some College	Bachelor Degree	Post-Bach. Degree
25.	I would like to find out more about intramural sports and/or campus activities as I begin study at Tulsa Junior College				
	a. Yes	45.0%	57.2%	48.8%	52.0%
	b. No	55.0%	42.8%	51.2%	48.0%
26.	I would like to find out more about student government and the various campus organizations at Tulsa Junior College.				
	a. Yes	36.7%	39.8%	36.1%	37.6%
	b. No	63.3%	60.2%	63.9%	62.4%
27.	I have applied for financial aid at Tulsa Junior College.				
	a. Yes	35.2%	30.3%	23.6%	20.8%
	b. No	64.8%	69.7%	76.4%	79.2%
28.	I will have the financial resources or assistance to enroll next semester.				
	a. Yes	80.3%	81.2%	84.7%	82.2%
	b. No	19.7%	18.8%	15.3%	17.8%
29.	If Tulsa Junior College sponsors a special session to help me complete financial aid and scholarship applications, I would be interested in attending.				
	a. Yes	63.8%	57.7%	48.8%	43.5%
	b. No	36.2%	42.3%	51.2%	56.5%
30.	I would like to talk to someone about getting a part-time job during the regular school year.				
	a. Yes	19.9%	21.2%	17.8%	29.9%
	b. No	80.1%	78.8%	82.2%	70.1%